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ABSTRACT

Emphasis is placed upon conceiving the site as an integral part of the total educational environment. Preliminary steps are suggested for planning a junior college campus, placing emphasis upon the need for a master plan. Criteria for site selection are discussed for site size, student enrollment, land use patterns, and accessibility. Directions are presented for the use of a scoring rating sheet as a convenient and effective device for rating potential sites against objective criteria. (FS)

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AN EVALUATION GUIDE

FOR

SELECTING A JUNIOR COLLEGE SITE

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FOREWORD

This bulletin is designed to serve as a guide to assist junior college officials in the selection of a site.

Increasingly, it appears that the solution to the problem of training high school graduates and equipping them to earn a living in our changing economy has been found in the junior college. Throughout the United States in recent years, the number of two-year colleges and the number of students enrolled in them have increased rapidly.

The junior college is a public two-year institution which offers training beyond the high school. A good junior college should meet the needs of the community. To do this adequately, the junior college must have facilities commensurate with its goals. It is a basic tenet that facilities must be designed with reference to the educational program which is to be offered.

Physical facilities for the junior college, in addition to being a determining factor in achieving the goals of the instructional program, are vital to establishing an atmosphere of friendly informality between student and faculty. The necessity for a proper educational environment to reach the college's objective should be kept in mind when selecting a site for the college.

Odell F. Thackerson

State Superintendent
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JUNIOR COLLEGE SITE SELECTION AND UTILIZATION

The purpose of the junior college is to provide opportunities for higher education for all residents of the community, whether this community is comprised of several counties in a rural area or only a few blocks in the heart of a city. Since the two-year college is realistically geared to the community needs, it is often called a community college rather than a junior college. Its relationship to the community should ideally operate in close cooperation with the secondary schools, with universities, and with local business and industry.

The junior college stands between the high school and the university; it offers broad programs of experiences of value in and of themselves, and is neither post-high school nor pre-college as such. The junior college has its most productive development not when conceived as the first two years of the baccalaureate degree program, nor as grades 13 and 14 of the public school system, but as an institution in its own right.

Thus the junior college must accept the difficult assignment of designing a curriculum to suit the needs of a wide range of human capacities, interest, aptitudes and level of intelligence. Such a curriculum must normally provide (1) a sound general education for all students, (2) university parallel courses that may be easily transferred to higher universities, (3) two-year technical courses to fit the needs of the economy of the community, and (4) a continuing educational program for all members of the community.

The junior college must meet the student at his present stage of educational development and put the emphasis on what happens to the student, rather than the time he spends. The junior college staff has a new challenge because they should have depth of understanding in several subject matter fields as contrasted with narrow specifics appropriate to university assignments. The teachers should recognize the increasing importance of counseling and guidance.

A good junior college is organized and controlled to represent the people it serves. Administration is local rather than state or national and not subject to the control of state universities nor to departments within them. However, the state educational agency should provide professional consultation to insure effectiveness in meeting community needs and in maintaining the standard of instruction and student achievement.

CONSIDERATIONS IN SELECTING AND PLANNING THE JUNIOR COLLEGE SITE

Selecting the junior college site and planning its development are among the most important steps involved in the process of acquiring and owning the junior college plant. The site should be conceived as an integral part of the total educational plant. Therefore, decisions regarding its selection and development should be based on criteria fulfilling the educational goals and functions of the institution it is to support. The site chosen will influence the character of the institution, its operating policies, and its ultimate organization. Both the selection and the planning of the site can enhance the extent to which the institution can be of service to the community. Similarly, a well selected and adequately planned site can enhance greatly the task of meeting the community needs for recreation, cultural activities and similar services. These considerations, as well as the effects of the site upon the ultimate architectural plan, point to the importance of acquiring the best site available.

CRITERIA FOR SELECTING THE JUNIOR COLLEGE SITE

It would be well to take some preliminary steps in planning a junior college campus before the actual site is selected. Below are listed a number of suggestions excluding the legal procedures.

1. Formation of a junior college planning committee.

2. A survey to show the present and future need for a junior college within the area. Determine as nearly as possible the number of students both present and future that will attend the junior college.

3. Selection of board of regents or a board of directors for the college.

4. The employment of the chief administrator for the college.

5. Determining as nearly as possible the programs that are to be offered.

6. The selection and employment of an architect to design the proposed college facilities.

7. A preliminary master plan should be started to determine the necessary spaces (including site) to house the initial and projected future program (both in-door and out-door).

8. Determine as accurately as possible the amount of money which is available for the site, initial buildings, staff and operating expenses.

Most reliable sources usually suggest the size of a junior college campus should be a minimum site of 80 acres, plus two acres for every 100 full-time students enrolled in excess of 2500 students. However, a specific formula cannot be established which would apply to all junior colleges since each is unique in its own development.

The size of the site should be determined by the number of students enrolled; the character of instruction, research and service programs of the institution; the proportion of the student body to be housed on the campus; the number of commuters; the number of cars to be parked; and the extent of the programs in physical education, recreation, and athletics are some of the obvious variables that affect site size. Seldom is a college site too large, although theoretically it could and perhaps on occasion does happen that excess land lays a heavy hand on the current operating budget, particularly in a small, limited-purpose institution serving a restricted geographical area. A more common experience is that expanding enrollments and programs put increasing pressure on a limited site and force overcrowding of the

land, curtailment of program, or marked change in the character of the architectural development.

As an approach to the determination of site size, it is suggested that the master planning staff be generous in estimating the future space needs of each department or other campus activity. Factors to be considered in determining the size of the site should be based on:

1. The maximum size of the student population as determined by survey techniques.

2. Basic building design - one story, multi-storied, campus plan and related concepts.

3. The amount of land available for the junior college since this will vary in urban, suburban and rural areas.

4. Architectural setting of the building or buildings - location on the site - landscaping - approaches - and relationship of the boundaries to the site.

5. Space requirements for community services and recreation.

6. Provisions for driveways, school and community parking needs, walks and service areas.

7. Anticipated future expansion of the buildings and recreational areas and athletic fields.

Since the junior college site is such an integral part of the overall educational program and may either enhance or impede its success, there are a number of measurements by which the site may be judged.

Several important factors should be studied and decisions made regarding them before a specific site is selected. Among the most important of these are:

1. The boundaries and area to be served by the junior college should be determined.

2. The potential number of students should be estimated.

3. Land use patterns of the geographical area involved should be broadly defined.

4. Involve methods and criteria that have withstood the test of experience.

   (a) The site should be located to provide convenient access for full-time and round-the-clock use by the community and so that use can be made of recreational, cultural, and other service facilities of the college.

   (b) Relationship to business, industry and government is important and necessary to the extent that opportunities for mutual and reciprocal experiences are provided.

   (c) A thorough study of existing and proposed future highways, streets and roads is needed to provide the most advantageous choice of sites to best serve the district.

   (d) The availability of public transportation and direct and convenient vehicular access to the college over fast moving arterial thoroughfares seems essential.

   (e) Shape, topography and soil conditions are important factors to be considered.

   (f) Usually a site that approaches a square provides the most efficient land utilization. Certainly, a long, narrow or irregularly shaped site makes utilization difficult and limits planning possibilities.

   (g) Usually a more level, gently rolling site provides better land utilization, building location is less affected and overall layout is less complex to plan.

   (h) Drainage, both surface and subsurface, is an important consideration.

   (i) A site should be chosen which has available public utilities, such as sewage disposal, water, electric services, etc.

   (j) The site should have available fire protection and police protection.

Need for a Master Plan

A community college, like any educational institution, should have a master plan for building and site development. A master plan for ultimate campus size, showing the arrangements of all proposed buildings and other facilities, should be considered in the site selection stage. Since many campuses are built in a number of stages, the initial site purchased should be large enough to encompass all of the stages of development. Experience

indicates that people planning junior colleges have usually built for only the initial enrollment on a small site but later find that land is not available or prices of real estate have risen when they start enlarging the campus. The development of an entire site might take as long as twenty-five years or more. In choosing a site, it should be kept in mind that the architectural motif of the buildings, the layout of the campus, the master plan and even college policy will be affected by the topography of the site and its relation to the surrounding area.

According to reliable statistics, land is becoming more expensive and is a rapidly disappearing commodity. Real estate surrounding a junior college generally increases in value since college people are usually considered good neighbors. This is one of the big reasons why the entire site should be purchased at the same time. The establishment of a junior college in a particular neighborhood generally attracts additional people, thus limiting future site expansion and increasing the value of real property.

A site developed with safety and convenience in mind will locate service drives near storage rooms, kitchens, stages, and other points to which deliveries must be made. Most campuses are "walking campuses." Although strategically placed parking areas should be provided, emphasis should be placed on walking between classes rather than driving. In the development of roads on the site, care should be taken to eliminate as much of the pedestrian-auto conflict as possible. If students can walk between most of the buildings on the campus without crossing a street, excellent circulation has been accomplished. Play fields should be located within reasonable distance from the exits through which the users will leave the building.

Attractiveness and over-all pleasing appearance of the entire college campus should be the objective of the planner in this respect. Form of architecture, placement and relationships of buildings, drives, parking areas,

and playing fields, all contribute to the aesthetic values of site development. However, the important finishing touch to site development is the planting of the campus or newly developed area. Planting must receive consideration from the early stages of planning. The soil composition, grading, and existing plantings must receive early consideration.

As is the case in all matters of modern functional design, planting a campus should be approached from the standpoint of utility as well as aesthetics. Both initial cost as well as maintenance must be kept in mind. Plantings may be beautiful, and at the same time prevent soil erosion; they may form an attractive setting for the cafeteria and serve as a screen for the service yard. In like manner, plantings serve as wind-breaks on cold windy days, and protection from the sun's rays during warm weather. The college campus planting may be valuable also for actual instruction in nature study, botany, and conservation.[1]

[1] Planning Facilities for Higher Education, National Council on Schoolhouse Construction, 1960

DIRECTIONS FOR SCORING RATING SHEET

The use of a score sheet is a convenient and effective device for rating school sites against objective criteria. The ratings necessarily reflect the subjective judgments of the scorer, but they should fall within a fairly narrow range if the basic criteria for selection of the site are accepted in equal degree by all individuals using the score sheet.

The next page which is a core sheet for rating junior college sites has been developed with nine basic criteria and a possible score of 100 points. The first criteria is the Size of Site and since this is probably the most significant item in the selection of an adequate site, a value of twenty (20) points has been designated for this criteria. The remaining eight basic criteria each have a value of ten (10) points. This accounts for a possible total score of 100.

The four-point scale shown below should be used in evaluating, rating and scoring each of the nine items on the score sheet. The score for the first item, Size of Site, will be doubled for a possible maximum score of twenty (20) points in keeping with the above explanation. It is particularly important to adhere to the scale ratings of each basic criteria and evaluate and rate each item according to accompanying explanations.

Four-Point Scale

9 and 10	- Excellent:	Exceptionally desirable - adequate - better than average
6, 7 and 8	- Good:	Suitable for the purpose, average, acceptable but not outstanding
3, 4 and 5	- Fair:	Lacking in several criteria and should not be considered - not adequate
1 and 2	- Poor:	Undesirable and should be eliminated

SCORE SHEET FOR RATING PROPOSED JUNIOR COLLEGE SITES

Factors and Criteria used to Evaluate Each Site	Possible Points	Insert Names of Sites				
1. Size: At least a minimum site of 80 acres of usable land. The location of the site should be such that expansion is possible.	20					
2. Accessibility: Easily accessible by existing or proposed streets, roads and public transportation.	10					
3. Environment: Favorable prospects for pleasant surroundings. Absence of existing or potential nuisances in the form of noise, undesirable odors and unsightly surroundings. Freedom from hazards on or approaching the site.	10					
4. Topography: The site should be reasonably level and not require extensive grading for location of buildings, parking areas, drives, walks, etc. Favorable soil for footings - natural drainage.	10					
5. Site characteristics: Shape should approach a square or rectangle not to exceed 5:3 ratio. It should be properly located, sufficient in size and have good physical features. Good utilization of land.	10					
6. Availability of utility services: Water, gas, electricity and sewage should be available. Feasibility of making serviceable utility connections.	10					
7. Protection services: Readily available fire and police protection services.	10					
8. Integration with community: Site should be favorably located and acceptable to the community. It should not interfere with current or projected community projects.	10					
9. Acquisition and cost: Cost of site should correspond favorably with other nearby land costs per acre. Site should be available by negotiation with owner, in preference to exercising right of eminent domain	10					
TOTAL SCORE FOR EACH SITE	100					

SUMMARY AND RANKING OF SITES EVALUATED

Site	Name or Description	Score	Rank
			1st
			2nd
			3rd
			4th
			5th
			6th
			7th
			8th
			9th
			10th